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<td>SATs Week</td>
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**Collective Worship**

**Spiritual Value: Courage**

**Entry Point**

Look at National Geographic videos of animals. Where do these animals live? How do you know?

**English Key Text and Learning**

**Key Text:** Various texts about "The Great Fire of London"

- **OUTCOME:** find features of a non-chronological report
- **OUTCOME:** To use information texts to find out about "The Great Fire of London"
- **OUTCOME:** to use bullet points and note taking skills
- **SMSC:** work collaboratively.

**Key Text:** Various texts about "The Great Fire of London"

- **OUTCOME:** write a non-chronological report
- **OUTCOME:** To use features of a non-chronological report
- **OUTCOME:** improve and edit my work
- **Task:** Write non-chronological report

**Key Text:** Various texts about night time animals

- **OUTCOME:** To use features of an information text.
- **OUTCOME:** to use bullet points and note taking skills

**Key text:** The Emperor’s Egg

- **OUTCOME:** describe a setting
- **OUTCOME:** describe a main character
- **OUTCOME:** plan a story

**SATs Revision**

**Traditional Tales**

- **OUTCOME:** find features of a traditional tale
- **OUTCOME:** write an alternative version of a traditional tale.
- **OUTCOME:** answer comprehension questions using a traditional tale.
<table>
<thead>
<tr>
<th>Task: Write facts about &quot;The Great Fire of London&quot;. using facts learnt from our topic as well as research about night time animals.</th>
<th>English Grammar</th>
<th>OUTCOME: recognise apostrophes for possession.</th>
<th>OUTCOME: use commas in a list.</th>
<th>OUTCOME: To change verbs to past tense and use them correctly within sentences. -ed -ing</th>
<th>OUTCOME: use coordination in sentences.</th>
<th>OUTCOME: use subordination in sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Spelling</td>
<td>The /ɑ:/ sound spelt a after w and qu want, watch, wander, quantity, squash Common exception word revision. could, should, would, who, whole.</td>
<td>The /ɔ:/ sound spelt or after w word, work, worm, world, worth Common exception word revision. most, both, only, gold, cold,</td>
<td>The /ɔ:/ sound spelt or after w war, warm, towards Common exception word revision television, treasure, usual Old, hold, told, every, everybody,</td>
<td>The suffixes -ment, -ness, -ful, -less and -ly enjoyment, sadness, careful, playful, hopeless, plainness, badly, merry, happy, plentiful, penniless, happily Common exception word revision. door, floor, poor, even, pretty, beautiful.</td>
<td>Contractions can't, didn't, hasn't, couldn't, it's, I'll Common exception word revision. Revise all words from half term.</td>
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<tr>
<td>Maths</td>
<td>Number Revision Shape</td>
<td>Measures</td>
<td>Statistics</td>
<td>Multiplication and Division</td>
<td>SATs Revision</td>
<td></td>
</tr>
<tr>
<td>Topic Blocked Unit including History/Geography/Art &amp; Design/Design and Technology/SMSC</td>
<td>OUTCOME: subtracting and adding 2 digit numbers efficiently</td>
<td>Outcome: word problems using add and subtract.</td>
<td>OUTCOME: properties of 3D shapes</td>
<td>Outcome: word problems using add and subtract.</td>
<td>OUTCOME: rotate 2D shapes using turns</td>
<td>Mental Maths Focus: Oral maths problems:</td>
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<td>OUTCOME: measure liquid using standard units ml and l</td>
<td>OUTCOME: measure length using standard units mm, cm, m and km</td>
<td>OUTCOME: weigh using standard units grams and kilograms</td>
<td>OUTCOME: read a graph or table</td>
<td>OUTCOME: sort odd and even numbers</td>
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<td>OUTCOME: create a pictogram using data.</td>
<td>OUTCOME: create a block graph using data</td>
<td>OUTCOME: answer questions using data</td>
<td>OUTCOME: understand that division is the inverse of multiplication.</td>
<td>OUTCOME: use division as the inverse of multiplication to solve problems.</td>
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<td>OUTCOME: create multiplications using number lines and drawing hops.</td>
<td>OUTCOME: create divisions using number lines and drawing hops.</td>
<td>OUTCOME: read a graph or table</td>
<td>OUTCOME: understand that division is the inverse of multiplication.</td>
<td>OUTCOME: find a difference between two 2-digit numbers by counting up.</td>
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<td>OUTCOME: Work out multiplications using number lines and drawing hops.</td>
<td>OUTCOME: Work out divisions using number lines and drawing hops.</td>
<td>OUTCOME: answer questions using data</td>
<td>OUTCOME: use division as the inverse of multiplication to solve problems.</td>
<td>OUTCOME: locate and find deserts.</td>
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<td>OUTCOME: subtract by counting up (difference) or counting back.</td>
<td>OUTCOME: decide whether it would be more efficient to subtract by counting back or counting up.</td>
<td>OUTCOME: add any pair of 2-digit numbers using partitioning or counting on in tens and ones.</td>
<td>OUTCOME: find information about Antarctic animals.</td>
<td>OUTCOME: find out what it would be like to live in the Antarctic.</td>
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**Topic Blocked Unit including History/Geography/Art & Design/Design and Technology/SMSC**

**OUTCOME:** to ask interesting questions using a range of sources.

**OUTCOME:** compare two localities

**SMSC:** Explore interest and foster curiosity.

**Tasks:**

**Carousel of activities including:**

- Make an environment for a soft toy animal.
- Create a class mind map about what I know and what I would like to find out.

**OUTCOME:** find rainforests across the world.

**OUTCOME:** another environment is like a rainforest.

**SMSC:** Enjoyment and fascination of and for learning.

**Tasks**

- Locate rainforests on a map.
- Create a 3D rainforest model showing the different layers.

**OUTCOME:** locate and find deserts.

**OUTCOME:** compare rainforests and deserts.

**OUTCOME:** wildlife in a desert environment

**OUTCOME:** describe food chains from different environments.

**SMSC:** creativity and imagination.

**Tasks**

- Create a collage about the desert with a “pop out” animal

**OUTCOME:** Work out multiplications using number lines and drawing hops.

**OUTCOME:** Work out divisions using number lines and drawing hops.

**OUTCOME:** answer questions using data

**OUTCOME:** use division as the inverse of multiplication to solve problems.

**SMSC:** Engagement in and developing an appreciation for artistic opportunities.

**Tasks**

- Create an Antarctic collage.
| **Guess where an animal is from and place a photograph on a map.**  
Look at pictures of mystery animals and use my enquiry skills to predict what they are.  
Create a collage of a rainforest animal. | **Find and label different human and physical features.**  
Use maps to find deserts.  
Compare and label differences on photographs. Create a comparison chart. | **Guess where an animal is from and place a photograph on a map.**  
Look at pictures of mystery animals and use my enquiry skills to predict what they are.  
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Compare and label differences on photographs. Create a comparison chart. |

| **Topic Writing** | **OUTCOME:** compare Holborn and the Amazon Rainforest  
**OUTCOME:** make a leaflet about the rainforest.  
**OUTCOME:** write a factfile about desert animals.  
**OUTCOME:** Use information books to find facts about Antarctic animals. Record research in a leaflet.  
**OUTCOME:** write a story about my animal puppet to perform. | **OUTCOME:** compare Holborn and the Amazon Rainforest  
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| **RE** | **OUTCOME:** understand God as “Father” in the Lord’s Prayer;  
**OUTCOME:** talk about what is important to them and to other people.  
**OUTCOME:** remember, at least part of the Lord’s Prayer and understand trust in the prayer;  
**OUTCOME:** talk about what is important to me and to others, (what I need) with respect for their feelings.  
**OUTCOME:** Remember part of The Lord’s Prayer and say some things that Christians believe about temptation;  
**OUTCOME:** talk about what is important to me and to other people, with respect for their feelings.  
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**OUTCOME:** talk about what is important to me and to other people. |

| **Computing We are zoologists** | **OUTCOME:** sort and classify a group of items by answering questions.  
**OUTCOME:** go on a bug hunt use digital cameras.  
**OUTCOME:** import photos, editing and enhancing them.  
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| **PE** | **OUTCOME:** complete an athletic circuit.  
Bench ball-WALT throw and catch skills.  
Outdoor adventure- team building.  
Bench ball-WALT to throw on target.  
Outdoor adventure-Pass the buck and team rope jump.  
Bench ball-WALT follow a target game.  
Outdoor adventure-Blind fold obstacle and mind the beam.  
Bench ball-WALT work as a team and learn rules.  
Outdoor adventure-Through the pipe and mind that path. | **OUTCOME:** complete an athletic circuit.  
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Outdoor adventure-Through the pipe and mind that path. |
### PSHE

| OUTCOME: understand that everyone's family is different. |
| OUTCOME: understand that most people value their family. |
| OUTCOME: different ways people communicate with each other. |
| OUTCOME: use positive problem solving skills. |
| OUTCOME: recognise and appreciate people who can help me in my family, home, my school and community. |
| OUTCOME: compliment bunting to display. |

### Music

| OUTCOME: Performing a rhythmic chant and playing an independent rhythm pattern to accompany it. |
| OUTCOME: Performing an updated version of a traditional nursery rhyme with a rap section included. |
| OUTCOME: accompany a song with three different repeated word patterns. |
| OUTCOME: Compose music to illustrate a story |
| OUTCOME: Perform steady beat patterns with a song playing different patterns of steady beat within four beats, and matching to a simple score. |

### Enrichment Opportunities

| Animal Role play. |
| National Geographic videos. |
| Images of animals. |
| Collage of a rainforest animal. |
| SMSC: Awe and wonder. |
| 3D model of a rainforest. |
| Shoeboxes required. |
| Create a desert collage. |
| Looking at examples of desert artwork. |
| National geographic videos about the Arctic. |
| Ice cube experiment. |
| Arctic collage. |
| Puppet design and making. |
| Trip to London Zoo to be scheduled next half term. |
| OUTCOME: Class Zoo displaying work |

### Outcome

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